



Kingsbridge Inclusion Policy 2025-26



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Approved by	Trust Board
Date adopted by the Trust	Sep 2025
Review cycle	Annually
Last review date	Sep 2024
Date of next review	Sep 2026
Policy owner	Kingsbridge EIP SCITT
Changes made in last review	This policy has been reviewed with the addition of details of the online form to complete for absence and Leave of Absence Requests.

1. Statement of Intent

Kingsbridge EIP SCITT, as part of Achievement through Collaboration (AtC) Trust, is deeply committed to ensuring **equity of opportunity for all trainees, pupils and stakeholders**, as this principle is fundamental to all our operations. This policy outlines our commitment to fostering an environment where equality, diversity, equity, and belonging (EDEB) are central to the trainee, and stakeholder, experience.

Equity, diversity, and inclusion are central to our commitment to make a difference for all. We recognise that equality does not always imply identical treatment for everyone; instead, it means cultivating a fair environment where every individual can participate and achieve without discrimination. This may involve treating people differently based on their unique requirements, needs, and abilities.

Kingsbridge EIP SCITT is dedicated to upholding its duties under the Equality Act 2010 to **eliminate unlawful discrimination, advance equality of opportunity, and foster good relations** between people who share a protected characteristic and those who do not. We are committed to actively tackling discrimination through the positive promotion of equality and diversity, challenging all forms of bullying and stereotyping, and nurturing an environment that champions respect for all.

Our core principles are

- **Equality:** Ensuring every trainee has the same opportunities to succeed, free from discrimination.
- **Equity:** Recognising that trainees have different starting points and providing the specific resources and support needed to reach equal outcomes.
- **Diversity:** Valuing the unique perspectives brought by different backgrounds and protected characteristics, including age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion, sex, and sexual orientation.
- **Belonging:** Creating a culture where every trainee feels respected, represented, and psychologically safe.

2. Legal Framework

This policy has due regard for all relevant legislation and statutory guidance, particularly the **Equality Act 2010**. The Equality Act 2010 replaced previous equality legislation, creating a single, consolidated source of discrimination law.

The Act protects individuals from unfair treatment based on **nine protected characteristics**: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

The Equality Duty, which applies to public bodies like AtC, consists of two main parts: the General Equality Duty and Specific Equality Duties.

2.1 General Equality Duty

The General Equality Duty requires public bodies to have 'due regard' to the need to:

- **Eliminate unlawful discrimination, harassment, victimisation**, and any other conduct prohibited by the Act.
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not.
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

'Having due regard' means that whenever significant decisions are made or policies developed, thought must be given to their equality implications.

2.2 Specific Equality Duties

To assist in responding to the General Equality Duty, public bodies are required to:

- **Set and publish one or more 'Equality Objectives'.**
- **Publish annual information** to demonstrate compliance with the Equality Duty responsibilities.

3. Scope of the Policy

This policy applies to all aspects of Kingsbridge EIP SCITT, its stakeholders and its establishments' operations, including:

- All trainees
- All students/pupils.
- All school based mentors, professional mentors and headteachers of partnership schools
- All contractors and service providers working for and within Kingsbridge and its partnership schools.
- All visitors.

This policy is integral to all Kingsbridge policies and covers:

- The curriculum, teaching and learning, and classroom practice.
- Trainee and apprentice recruitment and attendance.
- Trainee well being and inclusion
- Membership of the Board of Trustees and Local Accountability Bodies including the Kingsbridge Leadership Team and Training Partner's Regional Partnership Boards.
- Partnerships with professional communities.

4. Kingsbridge Equality Objectives

The following are drawn down from Achievement through Collaboration's Trust's Equality Objectives. The actions identified apply specifically to the Kingsbridge EIP SCITT. These objectives are reviewed regularly, with annual review being best practice.

4.1 Objective 1: Maximise the potential and achievement of every child by addressing individual needs and overcoming barriers to learning, ensuring equity in educational outcomes.

Actions by Kingsbridge EIP SCITT to support this objective include:

- Introduce and examine the SEND Code of Practice with trainees and apprentice teachers so that all trainee teachers understand their professional responsibilities as a teacher.
- Have a high-quality, evidence-informed curriculum that ensures that trainees and apprentice teachers know how to identify pupils with potential barriers to their learning and/or well-being through the use of formative and summative assessment.
- Ensure the curriculum explicitly teaches trainees and apprentices how to identify and address potential barriers through the Assess, Plan, Do, Review (ADPR) model.
- Signpost trainees and apprentice teachers to other relevant documentation like Individual Education Plans (IEPs) or Health Care Plans for pupils with specific needs to help overcome barriers to learning for identified pupils and ensure that trainee and apprentice teachers understand how to draw on expertise in their placement schools including SENDCos and Pastoral Teams.
- Actively teach trainees and apprentice teachers how to overcome common barriers to learning through explicit training on Quality First Teaching and adaptive practice.
- Design and deliver a high-quality training curriculum that has inclusive practice embedded as a golden thread, allowing trainee and apprentice teachers to consider all aspects of training through a lens focusing on best practice and effective provision for all pupils (including those with SEND, those who are disadvantaged, those who have English as an additional language, or those who are currently or have been previously looked after by the social services and those who are young carers).
- Share key messages from training with school based mentors via weekly handbooks and mentor training.
- Ensure partnership schools share school based policies and practices relating to the identification and support of pupils with additional barriers, including the sharing of assessment data and any formal learning support plans like EHPS for example.
- Direct trainees to the expert support available within schools, including the SENDCO, pastoral and behaviour support and attendance team.
- Embed equity, diversity, and inclusion into the curriculum, teaching, and learning practice. This can include offering bespoke curricula for pupils with complex SEND and those for whom English is an additional language (EAL) and enhancing literacy and numeracy support.
- Ensure equity of opportunity for all pupils by teaching trainees to have high expectations for all pupils in their behaviour, including how to establish effective routines.

4.2 Objective 2: Cultivate a strong sense of belonging and respect across all schools and the wider community, celebrating diversity and fostering positive inter-community relations.

Actions by Kingsbridge EIP SCITT to support this objective include:

- Utilise the Kingsbridge onboarding process to allow trainees and apprentice teachers to immediately feel a sense of belonging and part of the Kingsbridge learning community from the point of accepting a conditional offer. This will include setting up and sharing Kingsbridge emails; providing access to cohort classrooms on Google Classrooms, and demonstrating that conditions of offer have been met on a regular basis.
- Engage trainees and apprentice teachers in an onboarding curriculum that includes Keeping in Touch events and the opportunity to meet and professionally network with their school based mentors and other enrolled trainee and apprentice teachers in advance of the start of the programme.
- Design opportunities for trainees to visit partnership schools in advance of their placements to become familiar with key personnel, policies and procedures and the curriculum that they will be responsible for.
- Utilise mentor induction to communicate with partnership schools the expectations for induction including the sharing of specific policies including the Safeguarding policy, the behaviour policy, the school Code of Conduct and absence policy as well as sharing key information like holiday patterns, the school day, training calendar and log in/ access information.
- Lead mentors will monitor the effectiveness of the induction during induction visits to placement schools
- Ensure that Kingsbridge calendars, displays, marketing materials and activities throughout the year reflect opportunities to celebrate diversity and include British Values, mental health awareness, SEND, and world religions.
- Ensure the curriculum includes diverse voices and perspectives from a range of faiths, sexes, ages, and ethnicities.
- Encourage diverse representation on both the Mentor and Trainee Advisory Boards as well as the Regional Partnership Boards.
- Utilise NASBTT to signpost trainees to third space mentoring support.
- Ensure that all trainees and mentors know how to raise any concerns and feel comfortable to do so.
- Use regular evaluations to gather trainee and mentor feedback and continually reflect on the training programme and Kingsbridge systems and processes.

4.3 Objective 3: Enhance professional development and career progression for all staff, leveraging collaboration to eliminate discrimination and promote equitable opportunities.

Actions by Kingsbridge EIP SCITT to support this objective include:

- Ensure all recruitment advertisements promote a commitment to eliminating discrimination and encourage diversity and equality. Implement processes to guarantee bias-free resourcing and that decisions on appointments are made solely on the grounds of candidate abilities.
- Monitor recruitment and exit interviews to identify and address any equal opportunities issues.
- Provide training for all lead and school-based mentors on equity, diversity, and inclusion, including specific training for those with recruitment and selection

responsibilities. Training should cover topics such as 'Being Culturally Aware', promoting good practice, and tackling discrimination.

- Offer hybrid training, and provide support and reasonable adjustments for pregnant trainees, new mothers returning to work, or staff with disabilities or medical conditions.
- Utilise Occupational Health guidance to support with complex health and mental health needs.
- Proactively identify any other barriers that trainees may have in regards to accessing the training course and implement appropriate reasonable adjustments to overcome them.
- Regularly monitor and review the reasonable adjustments in place to ensure that adjustments are appropriate and effective.
- Use assessment to identify gaps in learning and address these through adaptations in the curriculum
- Prioritise wellbeing through Stress Management Plans, and an open culture regarding mental health, providing support like additional mentoring or extended deadlines.
- Train Kingsbridge staff in Mental Health First Aid and disseminate key learning to school-based mentors to support them in effectively supporting trainee and apprentice teachers' wellbeing and learning in partnership schools
- Ensure trainees know how to raise concerns and that Kingsbridge staff are equipped to combat derogatory language and actions in others through relevant training courses

4.4 Objective 4: Strengthen accountability and transparency in equality practices across the Trust through regular monitoring, robust impact assessments, and responsive policy development.

Actions by Kingsbridge EIP SCITT to support this objective include:

- Take a strategic and proactive approach to equality, identifying areas of strength and potential areas for development.
- Maintain and share quantitative and qualitative information to demonstrate the impact of actions taken.
- Quality Assure Training Partners to ensure consistent application of Kingsbridge systems and processes regarding Equity, Diversity and Inclusion and monitor the impact.
- Monitor and analyse any negative behaviour incidents to identify patterns related to protected characteristics (e.g., racism) and take necessary action to mitigate them. Keep a record of prejudice-related incidents and how they are dealt with.

5. Roles and Responsibilities

Effective implementation of this policy requires clear responsibilities at all levels of the Trust:

- The **Strategic Director** holds overall responsibility for equality issues within Kingsbridge EIP SCITT, providing strong leadership and ensuring the policy is implemented and reported on.

- **Kingsbridge Leadership Team** monitors and evaluates the implementation of this policy.
- **Training Partners** are responsible for ensuring that they and their staff are familiar with this policy, and that review and monitoring of their work fully regards our duties.
- **Lead Mentors and School-Based Mentors** are responsible for upholding the policy and participating in required training. They must ensure all trainees are treated fairly, equally, and with respect, maintaining awareness of the policy and objectives. Staff will strive to provide positive images based on race, gender, and disability, challenging stereotyping. All Lead Mentors and School-Based Mentors will challenge any incidents of prejudice, sexism, racism, homophobia, transphobia, classism, and/or ageism, recording serious incidents and drawing them to the attention of the Kingsbridge Leadership Team.
- **Visitors and contractors** should be made aware of this policy where appropriate.

6. Monitoring and Review

This Inclusion and Well Being Policy is monitored by the Strategic Director and reported annually to the Trust Board. This monitoring will consider staff and trainee teacher data, aiming to actively reduce any identified gaps or limitations in provision. The policy itself will be reviewed periodically, with annual reviews being best practice, and at least every four years.

7. Complaints and Breaches of the Policy

Complaints regarding Kingsbridge EIP SCITT would access ATC's complaints policy. AtC's complaints policy exists for the use and protection of all members of the community to raise and deal with complaints relating to any breach of this policy. Breaches of this policy, including direct and indirect acts of discrimination, harassment, victimisation, bullying, and abuse, will be treated as serious disciplinary offences.

- For staff, the Trust's disciplinary, grievance, and anti-bullying and harassment procedures will apply.
- For trainee teachers, the Kingsbridge disciplinary procedures (Code of Conduct Policy) will apply.

Kingsbridge EIP SCITT will ensure that all staff, training partners and trainees know the procedures for dealing with incidents relating to discrimination. Claims of discrimination or harassment will be investigated promptly, and a supportive environment will be provided for those who make such claims. Kingsbridge EIP SCITT will not work with contractors or service providers who fail to comply with its Equality, Diversity, and Inclusion Policy.

Document Control

- **Approving Body:** Trust Board
- **Owner:** Kingsbridge EIP SCITT acting as part of Achievement through Collaboration Trust
- **Date Effective From:** [January 2026]

- **Review Period:** At least every four years, with annual review being best practice.
- **Date of Next Review:** [January 2027 - annual review].